

1A. INTERVIEW (Parent and/or Education)

Does the student communicate about what he or she sees? Provide examples or behaviors.

Does the student take medication regularly? Do you notice if he/she is visually affected by the medication?

What materials does the student prefer for leisure activities? Provide examples or behaviors.

When is the student most alert?

What is the student's preferred position?

Does the student demonstrate unusual sensory response, such as a startle, tactile defensiveness, or visual attraction?

2. OBSERVATION

2A. UNUSUAL VISUAL BEHAVIORS

- Presses eyes
- Head tilt when viewing
- Light flicks
- Pokes eyes
- Twirls or spins objects
- Shakes head side to side
- Other

Comments _____

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2B. SOCIAL BEHAVIORS DEPENDENT UPON VISION CUES

- Identifies people from distance (specify distance) _____
- Identifies facial expressions (specify distance) _____
- Maintains appropriate social distance when talking (specify distance) _____
- Uses appropriate gestures (*for school-age students*) _____
- Recognizes gestures of others _____
- Uses eye contact _____

Comments _____

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2C. BEHAVIORAL IMPRESSIONS

- Responds to simple verbal requests
- Communicates verbally communicates non-verbally only
- Responds more readily to familiar people
- Responds more readily in familiar places
- Has limited hand use (specify) _____
- Has limited mobility (specify) _____

Requires minimal environmental distractions to stay on task

Comments _____

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2D. PREFERRED AREA OF VIEWING

Observe the student's visual behaviors during usual activities for preferred areas of viewing. Pay attention to direction and distance. For students with physical impairments, it is important to determine if responses are due to physical or visual limitation or both.

Responds and/or reaches for objects or people based on vision alone:

To the right to the left above below directly in front

2D. PREFERRED DISTANCE OF VIEWING

Natural viewing distance for viewing up close _____

Natural viewing distance for viewing far away _____

Describe head tilts when viewing (*These postures may be adopted to achieve the null point for nystagmus, to compensate for a peripheral field loss, or to view eccentrically if there is a central scotoma*)

Must first touch or hear object before vision is used to investigate it.

Comments _____

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2F. BRIGHTNESS SENSITIVITY

Be sure to observe lighting needs of students who must lay on their backs in the classroom; in some cases, overhead lights may be uncomfortable for them.

Outdoors, student prefers to use: baseball cap visor sunglasses

Student requires tinted lenses indoors

Student squints in bright light student avoids looking toward bright light

Student visually disoriented for _____ minutes when going from indoors to outdoors

Student performs near tasks more accurately or easily with directional light on tasks (*based on information from observation and/or tests of visual acuity*)

Comments _____

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3. DIRECT ASSESSMENT

3A. APPEARANCE OF EYES

List any unusual appearance of the eyes that should be evaluated by an eye doctor.

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3B. SHIFT OF GAZE

Present two lights or two objects to the student in the positions indicated below. Shine, blink, or shake one object, then pause and do the same with the second object. Additional response time may be needed for students who have motor coordination or motor planning difficulties.

Shifts gaze from one light source to another:

Shifts gaze from one object to another:

Comments _____

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3C. FOLLOWING (TRACKING)

Use a small object or light source that holds the student's attention. Move object or light slowly - while it is within the student's range of vision. Try objects first, use a light if not successful with an object.

Object/Light Used: _____

Follows object or light source: left right up down Distance: _____

Follows a person's movement: within 3 ft. within 10 ft. within 25 ft.

Following is: smooth jerky

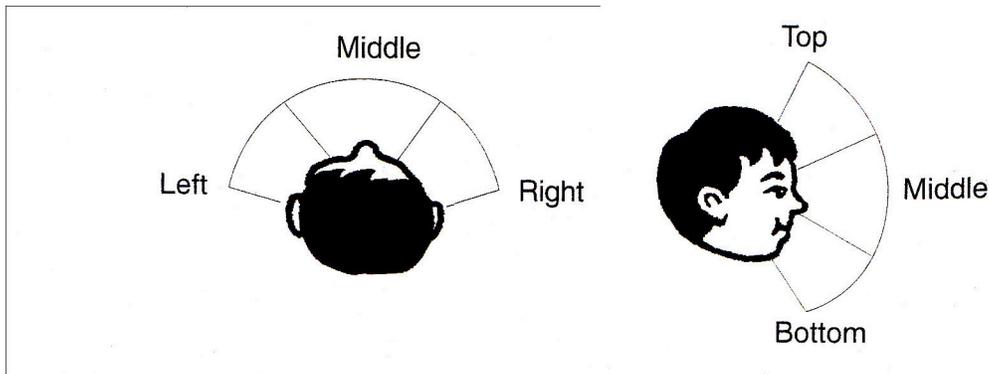
Follows across midline: Yes No

Follows with: head head and eyes both eyes RE only LE only

Comments_____

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3D. PERIPHERAL VISUAL FIELDS



(Note: Color in area where targets are **not** seen)

When moving, often bumps into objects: to the left to the right above below

Comments _____

3E. DISTANCE VISUAL ACUITY

Only test if appropriate to student's cognitive level and ability.

Test Administered: _____

Distance Presented _____ Symbol Size Read _____

Visual Acuity (Test Distance/Symbol Size) _____

Converted to Equivalent Snellen Acuity _____

Comments: _____

3F. NEAR VISUAL ACUITY USING SYMBOLS (OPTOYPES)

Only test if appropriate to student's cognitive level and ability.

Test Administered: _____

Distance Presented _____ Symbol Size Read _____

Recognizes Pictures (If appropriate)

Recognizes simple pictures: smallest size _____

Recognizes complex pictures: smallest size _____

Comments _____

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3G. CONTRAST SENSITIVITY

Test Administered: _____

Describe Lighting: _____

Comments: _____

3H. STEREOPSIS

This pertains to fine nearpoint tasks such as threading needles, pouring liquids, reaching for objects within arm's reach. For activities such as walking, climbing stairs, and stepping down from curbs, the major cause of reported difficulties is poor contrast sensitivity rather than poor stereopsis.

Activity Observed: _____

Comments _____

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3I. COLOR

Selects or points to named primary colors: _____

Matches primary colors: _____

Demonstrates color preferences (*specify colors*): _____

Test Administered: _____

Comments _____

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References

Corn, A. & Koenig, A. (200). Foundations of low vision: Clinical and functional perspectives, pg. 229.

Harrell, L. Functional Vision Assessment Checklist: Appendix E.